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THE COLLEGE ASSISTANCE PROGRAM--1964-1966, DESCRIPTION AND APPRAISAL. FINAL REPORT.

BY- WILKERSON, DOXEY A.

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THIS INTERIM REPORT DESCRIBES AND EVALUATES THE ACTIVITIES OF THE COLLEGE ASSISTANCE PROGRAM (CAP), WHICH WAS ESTABLISHED TO COUNSEL DISADVANTAGED AND NEGRO STUDENTS ABOUT POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITIES AVAILABLE TO THEM. DATA WERE GATHERED FROM INTERVIEWS, CORRESPONDENCE, AND FILED REPORTS, AND FROM QUESTIONNAIRES SENT TO 1197 COLLEGE STUDENTS, 49 CAP TEAM MEMBERS, AND 53 HIGH SCHOOL OFFICIALS VISITED BY CAP TEAMS. THESE TEAMS CONSISTED OF COLLEGE ADMISSIONS AND FINANCIAL AID OFFICERS. IT WAS FOUND THAT THE CAP TEAMS ENGAGED IN CONFERENCES WITH HIGH SCHOOL COUNSELORS MORE FREQUENTLY THAN THEY ENGAGED IN ANY OTHER ACTIVITY. DISTRIBUTION OF LITERATURE ON COLLEGE OPPORTUNITIES RANKED AS THEIR SECOND MOST FREQUENT ACTIVITY AND ASSEMBLY PRESENTATIONS RANKED THIRD. STUDENTS GENERALLY AGREED THAT VISITS BY CAP TEAMS AND BY COLLEGE STUDENTS HAD INFLUENCED THEIR DECISION TO CONTINUE THEIR EDUCATION. THE HIGH SCHOOL OFFICIALS WHO WERE QUESTIONED WERE MORE OPTIMISTIC ABOUT THE PROGRAM THAN WERE THE CAP TEAM MEMBERS. HOWEVER CAP ACTIVITIES HAVE LED MANY OF THE PARTICIPATING COLLEGES TO MODIFY RECRUITING, ADMISSIONS, AND FINANCIAL AID POLICIES TO ENCOURAGE THE ENROLLMENT OF DISADVANTAGED STUDENTS. CAP ACTIVITIES WERE ALSO THOUGHT TO HAVE HELPED HIGH SCHOOL GUIDANCE STAFF IN THEIR WORK WITH DISADVANTAGED STUDENTS. IT IS RECOMMENDED THAT EDUCATORS MAKE SPECIAL EFFORTS TO IDENTIFY AND MAINTAIN CONTACT WITH DISADVANTAGED STUDENTS WITH COLLEGE POTENTIAL WHEN THEY ARE IN NINTH-GRADE OR EARLIER. (DK)

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THE NSSFNS COLLEGE ASSISTANCE PROGRAM: 1964-1966

Description and Appraisal

by
Doxey A. Wilkerson

UD 005 609

Sponsored by the National Scholarship Service Fund for Negro Students

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Description and Appraisal

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Doxey A. Wilkerson

Ferkauf Graduate School of Humanities
and Social Sciences, Yeshiva University

New York, N.Y.
November, 1967

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FOREWORD

To NSSFNS, the College Assistance Program (CAP) has been an exciting and rewarding experience. During the life of CAP, which still has almost another year to run, the number of students counseled, referred to and placed in college by NSSFNS has trebled -- and so has the amount of financial aid secured for them. How much of this increase was due to CAP, how much to other NSSFNS special projects such as the GAP program, the student-college interview sessions, the talent search contracts with the U.S. Office of Education, under Section 408 of the Higher Education Act of 1965, and finally just to a natural increase in the number of Negro college candidates will never be known.

Dr. Wilkerson's study, however, is suggestive that the CAP visits did have some effect on students' decisions to try for college. The study also suggests ways in which CAP has taught us something about reaching and motivating disadvantaged students. Finally, we know that CAP area programs led directly, in some instances, to Section 408 talent search projects.

The College Assistance Program was a cooperative venture and thus there are many individuals and institutions to whom gratitude should be expressed:

First to Dean John C. Hoy, who had the initial idea of CAP. Then to Benjamin W. McKendall, Jr. for organizing all of the CAP projects on the West Coast, including the two demonstration projects in San Francisco and Los Angeles.

To the Old Dominion Foundation for its four year support of CAP.

To the U.S. Office of Education, which paid for this study and publication.

To all of the admission and financial aid officers who gave voluntarily of their time and skills, both as CAP area sponsors and CAP visitors.

Finally, to Dr. Doxey A. Wilkerson for this very fine and professional study and report.

Richard L. Plaut, President
NSSFNS

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Sincere appreciation for assistance with this inquiry is expressed to

Richard L. Plaut, President of the National Scholarship Service and Fund for Negro Students, who sponsored the project and provided access to invaluable data in the files of NSSFNS:

Harriet M. Richardson, Coordinator of the College Assistance Program, who participated in and facilitated the development of the study in many ways;

Caroline (Hodges) Persell, former Coordinator of the College Assistance Program, who contributed much-needed insights and suggestions in the preliminary stage of the study;

The many college and high school officials and college students who supplied the information and judgments which constitute the data of the study; and

Judith Greenberg and David Kurzman, research assistants, whose insightful and conscientious work in assembling and processing the data of the study has been outstanding.

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APPENDIX

One of the most dramatic developments in higher education in the United States during recent years is the widespread movement to encourage and help "disadvantaged" youth, mainly Negroes, to enter and succeed in college. Although a number of institutions and agencies have long and distinguished records of efforts to this end, the big impetus came around 1963-64, largely in response to the burgeoning civil rights movement and the emergence of new conceptions of the educability of the "lower classes". The movement has continued to grow rapidly during the years that followed, embracing hundreds of colleges and universities and related agencies in special programs to help Negro and other disadvantaged youth to continue their education beyond high school.[1] The inquiry here reported is concerned with one sector of this widespread movement, the College Assistance Program.

The College Assistance Program (CAP) grew out of a pilot project launched in 1963-64 and known as the "Hoy Plan", after John C. Hoy, former Dean of Admissions at Swarthmore College. The concept was advanced by Mr. Hoy at the meeting of the College Entrance Examination Board in

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[1] See, for example, Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged. (New York: College Entrance Examination Board, 1966). Chapter 6, "Compensatory Practices in Colleges and Universities."

Chicago in the fall of 1963. It was implemented, beginning in Philadelphia, in cooperation with the National Scholarship Service and Fund for Negro Students (NSSFNS), which began pioneering in this field in 1948, and did much to stimulate current developments toward increasing college attendance among Negro youth. Incidentally, NSSFNS's record of "firsts" in this field over more than a decade is notable, including a systematic "Talent Search" among southern Negro students, sponsorship of New York City's "Demonstration Guidance Project", the GAP program of counseling for upward-bound students, the annual "College Night" interview sessions between Negro students and colleges, and others.

With support from the Old Dominion Foundation, the pilot "Hoy Plan" was organized as an on-going program in the fall of 1964, and its name was changed to "College Assistance Program." The program is scheduled to continue through 1967-68.

"Since its inception, the College Assistance Program has had two major purposes: first, to inspire students to think about the possibility of further education after high school, and second, to inform them of opportunities for doing so, such as the NSSFNS counseling and scholarship service."[2]

As originally conceived and subsequently developed, CAP is more of a movement than an organization. It consists of the cooperative efforts of volunteer "teams" of college admissions and financial-aid officers in different parts of the country, operating on their own initiative in local high schools enrolling substantial numbers of Negro and other disadvantaged youth. Its "administrative" structure consists solely of Area Sponsors, who stimulate and guide CAP activities in a large city, or a state, or part of a state; and a Coordinator on the staff of NSSFNS, who seeks to initiate and give general guidance to these local projects through frequent visits in the field and much correspondence.

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[2] NSSFNS College Assistance Program Newsletter, September 30, 1966. p. 3.

Typically, a CAP team consists of officials from two or more neighboring colleges, brought together by the Area Sponsor, himself a college official. This team decides which high schools in the area are to be visited, when and how often, and what is to be done on each visit. Periodic reports, mostly informal, are made by Area Sponsors to the Coordinator.

During the first two years of the program, CAP teams of college officials visited several score secondary schools in more than a dozen areas of the North and West. They met with counselors and students, and engaged in a wide range of activities designed to encourage and help disadvantaged students to enter college. To describe and appraise these varied and wholly decentralized activities should suggest useful guidelines for the further development of CAP, and also of other agencies and institutions with programs addressed to the same end. To do so is the purpose of this investigation.

I. Problem and Approach

Three general questions define the "problem" of this inquiry into the operations of CAP during 1964-65 and 1965-66:

1. In what types of activities did CAP teams engage during this period?
2. How effective were these activities in stimulating and helping disadvantaged students to enter college?
3. What guidelines are suggested by the CAP experience for the further development of activities addressed to the same general aim?

Information on the nature of the CAP-team visits is sought mainly through questionnaires to participating college officials and counselors, and through analyses of informal reports. It is supplemented through limited interviews in the field.

Judgments concerning the effectiveness of CAP activities cannot be definitive, for there is no way to isolate the influence of these activities from those of the many other institutions and agencies in the field. Suggestive bases of appraisal are sought mainly in the responses of CAP-team participants and counselors to questionnaire items soliciting evaluation, supplemented through field interviews with several Area Sponsors and other participants. Suggestive bases of appraisal are also sought in the responses of three successive groups of high school graduates served by NSSFNS to a checklist of influences which they perceived as "Important" or "Not Important" in leading them to enter college. Further suggestive bases of appraisal are sought in the incidence of NSSFNS clients among high schools visited by CAP teams, and in the informal reports of CAP-team participants in the files of the Coordinator.

Two important limitations of these approaches should be noted. First, there were very few interviews with CAP-team participants and cooperating high school counselors in the field. The insights yielded by these few interviews suggest that more extensive field interviews would have been fruitful. Second, no interviews were held with students contacted by CAP teams on their visits to schools. It is probable that such interviews would have contributed important insights not available through the approaches used.

II. Procedures and Data Assembled

The procedures by which the approaches noted above were implemented, together with the nature and scope of the data assembled through each of them, are described below.

Identifying CAP participants and the high schools they visited

Area sponsors were requested by the Coordinator of CAP to list, on a form provided, the names and institutions of the college participants in CAP-team visits in their respective areas, together with the names and addresses of the high schools visited. (Appendix A) These lists were supplemented with names provided by the Coordinator of CAP and others which appeared in the NSSFNS College Assistance Program Newsletter. All together, 125 CAP-team participants (or supposed participants) and 120 high schools presumably visited by CAP teams were identified.

Inquiry to CAP participants

A five-page questionnaire was mailed by the investigator to the college representatives reported to have taken part in CAP-team visits. It sought descriptive information and evaluative judgments concerning CAP activities. (Appendix B)

A total of 77 college officials responded to the questionnaire. Among them, 49 answered "Yes" to the question: "Have you participated in one or more CAP-team visits? "; and 28 (36%) answered "No". The latter are excluded from this analysis.

It is possible that some of these "no-visit" college officials did participate in CAP activities at the request of area sponsors, without perceiving their visits to schools as part of the College Assistance Program. Analysis of correspondence and informal reports in the files of NSSFNS suggests, however, most of them are persons whom area sponsors and NSSFNS identified as prospective CAP participants, but who never became actively involved.

The 49 verified participants in CAP-team visits include 42 college admissions officials, 2 student financial-aid officials, 2 directors of relations with other schools, 1 registrar, 1 associate dean of students, and 1 coordinator of the foreign student program. The 48 colleges and universities they represent are listed by geographical regions below.

New England

Wesleyan University, Middletown, Conn.
St. Joseph College, West Hartford, Conn.
Yale University, New Haven, Conn.

Middle Atlantic

Cooper Union, New York, N.Y.
Wagner College, Staten Island, N.Y.
La Salle College, Philadelphia, Pa.
Bryn Mawr College, Bryn Mawr, Pa.
Swarthmore College, Swarthmore, Pa.
Beaver College, Glenside, Pa.
Elizabethtown College, Elizabethtown, Pa.
Albright College, Reading, Pa.
Lycoming College, Williamsport, Pa.

East North Central

University of Toledo, Toledo, Ohio
Bowling Green State University, Bowling Green, Ohio
Defiance College, Defiance, Ohio
Ursuline College for Women, Cleveland, Ohio
Notre Dame College, Cleveland, Ohio
Lake Erie College, Painesville, Ohio
Hiram College, Hiram, Ohio
St. John College, Cleveland, Ohio
University of Dayton, Dayton, Ohio
Antioch College, Yellow Springs, Ohio
Capital University, Columbus, Ohio
Wittenberg University, Springfield, Ohio
Denison University, Granville, Ohio
University of Cincinnati, Cincinnati, Ohio
Ohio Wesleyan University, Delaware, Ohio

West North Central

Cornell College, Mt. Vernon, Iowa
Luther College, Decorah, Iowa
Wartburg College, Waverly, Iowa
Gustavus Adolphus College, St. Peter, Minn.
St. Catherine College, St. Paul, Minn.
Augsburg College, Minneapolis, Minn.
Carleton College, Northfield, Minn.
St. Olaf College, Northfield, Minn.
College of St. Thomas, St. Paul, Minn.
St. Mary's College, Winona, Minn.
Macalester College, St. Paul, Minn.

Pacific

Fresno State College, Fresno, Calif. (2)
University of Santa Clara, Santa Clara, Calif.
Stanford University, Stanford, Calif.
University of San Francisco, San Francisco, Calif.
University of California, Riverside, Calif.
San Francisco State College, San Francisco, Calif.
University of California, Berkeley, Calif.
University of California, Los Angeles, Calif.
University of Southern California, University Park, Calif.
Pomona College, Claremont, Calif.

The 28 college officials who reported that they had not been involved

in CAP-team visits are distributed among CAP areas as follows: New York City - 12, Central Pennsylvania - 5, Iowa - 4, Northeast Ohio - 3, Connecticut - 2, Philadelphia - 1, and Southwest Ohio - 1.

Inquiry to high school officials

A four-page questionnaire was mailed by the investigator to counselors (or principals) of the high schools reported to have been visited by CAP teams. (Appendix C) A total of 53 of these high school officials filled out and returned the questionnaire, 36 counselors and 17 principals. Among them, 35 (66%) answered "No" to the question: "Do you recall visits to your school by one or more teams of college representatives taking part in the College Assistance Program (CAP)? ", but provided some relevant information and judgments about the problem being investigated.

It is probable that most if not all of the high schools represented by the "no-visit" responses actually were visited by CAP representatives, the visitors being perceived as representatives of their respective colleges rather than as participants in CAP. This interpretation is validated by multiple reports by CAP participants of visits to particular schools the counselors (or principals) of which did not recall visits by CAP teams as such. It is further validated by several interviews in the field. For example, the director of admissions at a college in Central Pennsylvania discussed in detail his visits to a local high school at the request of the Area Sponsor of CAP; but the principal of that school noted on his questionnaire that he did not recall any visits by representatives of CAP. Obviously, he viewed the visitor, whom he knew, as a representative of the College, not of the College

Assistance Program.

The high school counselors (or principals) who responded to the questionnaire, along with participating college officials, are distributed by CAP "administrative" areas as shown in Table 1.

The 53 public school officials noted in Table 1 represent 43 senior high schools (81%), 5 junior-senior high schools (grades 7-12), 4 junior high schools, and 1 school not identified by type.

Inquiry to college students previously served by NSSFNS

A one-page questionnaire was mailed over the signature of the President of NSSFNS to a randomly selected, one-third sample of the high school graduates serviced by NSSFNS in each of three successive years. They are students who graduated from high school in 1964 (before CAP), 1965 and 1966. Each student was asked to supply certain information about his status in college and especially to designate which influences on a list supplied "were 'Important' or 'Not Important' in leading you to enter college". Among the influences listed were several types of activities commonly conducted by CAP teams, but not so designated. (Appendix D)

There follows a tabulation, by high school graduating classes, of the number of questionnaires mailed, the number delivered, the number filled out and returned but not used, and the number and percent of usable questionnaires filled out and returned.

Table 1. Geographical and Area Distribution of Verified CAP-Team Participants and High School Officials Responding to Questionnaires

Geographical Regions and CAP Areas	Number of Responding: CAP-Team Participants	Number of Responding: Officials of High Schools Visited
New England:		
Connecticut	3	6
Middle Atlantic:		
New York City	2	7
Philadelphia, Pa.	4	4
Central Pennsylvania	3	15
East North Central:		
Northeast Ohio	5	1
Northwest Ohio	3	6
Southwest Ohio	7	2
West North Central:		
St. Paul, Minn.	8	3
Iowa	3	6
Pacific:		
San Francisco Bay, Calif.	6	1
Fresno, Calif.	2	2
Los Angeles, Calif.	3	-
Total	49	53

	1964	1965	1966	Total
Number mailed	645	857	1,513	3,015
Number undelivered	61	52	53	166
Number returned but not used	9	8	28	45
Number returned and used	231	344	622	1,197
Per cent returned and used	35.9	40.1	41.1	39.7

Among the 45 questionnaires returned but not used, 40 were from students who did not enter college (although some of them expect to do so); 3 were filled out by parents; and 2 others could not be interpreted clearly.

The geographical distributions of the high schools from which the 1,197 students returning usable questionnaires were graduated and of the first colleges they entered are shown in Table 2.

It may be noted from Table 2 that slightly more than one-half (50.3% to 53.1%) of the students in each class graduated from high schools located in the Middle Atlantic and East North Central regions. These two regions and the South Atlantic region account for between 69.7 per cent and 74.1 per cent of each class of high school graduates.

The geographical distribution of these students by the locations of the colleges they first entered is very similar to that for the high schools from which they graduated. Between 67.2 per cent and 69.5 per cent of them entered colleges in the Middle Atlantic, East North Central and South Atlantic regions. The main difference is that the proportions entering college in the South Atlantic region are slightly smaller than the proportions graduating from high schools in that region.

In the spring of 1967, when the inquiry form was mailed, more than nine-tenths of these high school graduates previously served by NSSFNS were

Table 2. Geographical Distribution of High Schools from Which Responding Students Graduated and of the First Colleges They Entered, by Year of High School Graduation

Geographical Region	High Schools from Which Graduated			College First Entered		
	1964	1965	1966	1964	1965	1966
New England:						
Number	13	11	16	18	33	42
Per cent	5.6	3.2	2.6	7.8	9.6	6.7
Middle Atlantic:						
Number	85	101	196	66	95	158
Per cent	36.8	29.4	31.5	28.4	27.6	25.4
East North Central:						
Number	37	72	134	55	74	157
Per cent	16.0	20.9	21.6	23.9	21.6	25.3
West North Central:						
Number	10	11	18	12	20	28
Per cent	4.3	3.2	2.9	5.2	5.8	4.5
Mountain:						
Number	2	2	1	2	6	3
Per cent	.9	.6	.2	.9	1.7	.5
Pacific:						
Number	13	20	27	16	21	34
Per cent	5.6	5.8	4.3	6.9	6.1	5.5
South Atlantic:						
Number	39	72	131	36	62	117
Per cent	16.9	20.9	21.0	15.6	18.0	18.8
East South Central:						
Number	16	25	49	15	19	45
Per cent	6.9	7.3	7.9	6.5	5.5	7.2
West South Central:						
Number	16	30	48	11	12	34
Per cent	6.9	8.7	7.7	4.8	3.5	5.5
Caribbean:						
Number	-	-	2	-	-	2
Per cent	-	-	.3	-	-	.3
No Response:						
Number	-	-	-	-	2	2
Per cent	-	-	-	-	.6	.3
Total Number	231	344	622	231	344	622
Total Per cent	99.9	100.0	100.0	100.0	100.0	100.0

attending college, the vast majority of them in the colleges they first entered. The status of the 1,197 student respondents at that time -- all of whom had entered college -- is summarized by graduating classes below.

	Number of Students			Per Cent of Students		
	1964	1965	1966	1964	1965	1966
Attending college first entered	167	274	587	72.3	79.6	94.4
Attending different college	46	43	13	19.9	12.5	2.1
Not attending college	15	20	13	6.5	5.8	2.1
No response	3	7	9	1.3	2.0	1.4
	231	344	622	100.0	99.9	100.0

The 48 students not attending college in the spring of 1967 include 5 who were in the armed forces. The responses of all of these one-time college students, as well as those of the 19 students who neglected to indicate their current collegiate status, are included in the analysis here made of influences contributing to their decisions to enter college.

Other procedures

Three other procedures were followed in assembling data for this study.

First, analysis was made of trends between 1964 (before CAP) and 1966 in the incidence of NSSFNS clients from high schools known to have been visited by CAP teams.

Second, a research assistant spent two weeks examining the correspondence and reports of CAP participants in the files of the Coordinator. She took notes on and then summarized for each "administrative" area the activities reported, evidence of their effectiveness, and suggestions for improving the program.

Third, the investigator interviewed the following CAP participants in the field.

Audrey Anderson, Director of Admissions, Mills College, Oakland, California

Rex Butler, Director of Admissions, San Francisco State College

Yvonne Gaul, Counselor, Balboa High School, San Francisco, Calif.

Benjamin W. McKendall, Jr., Assistant Director, College Entrance Examination Board, Palo Alto, Calif., Sponsor of the Bay Area

Samuel B. Shirk, Assistant to the President and Director of Admissions, Albright College, Reading, Pa.

The interviews with CAP participants in the field centered mainly around these topics: "new" dimensions CAP brought to the movement for increased college attendance by disadvantaged students, college and high school personnel involved, nature and extent of activities, appraisal of activities, and suggestions for continuing work in this field.

The investigator also discussed many aspects of the program with the current Coordinator of CAP, Harriet M. Richardson, and also with her predecessor, Caroline M. Hodges.

Summary

Thus, the data of this investigation include: (1) descriptive and evaluative questionnaire responses by 49 CAP-team participants in 12 CAP areas; (2) descriptive and evaluative questionnaire responses by 53 officials of high schools visited by CAP teams in 11 CAP areas; (3) questionnaire responses of 1,197 college students served by NSSFNS (before and during the period of CAP) concerning influences which led them to decide to go to college; (4) information concerning the incidence of NSSFNS clients from the high schools visited by CAP teams; (5) information and judgments concerning CAP activities culled from correspondence and reports in the files of the Coordinator; and (6) information, insights and judgments obtained from a small number of CAP participants interviewed in the field and from the Coordinator of CAP.

The 12 CAP areas for which questionnaire responses are available from CAP-team participants and from officials of the high schools they visited include all but two of the areas where CAP teams were operating during the first three years of the program. One of the missing areas is St. Louis, which continues active; the other is Baltimore, which is no longer active. There are additional areas where college officials have been contacted to the end of initiating CAP activities, and where definite planning has been done.[3] Analysis of correspondence and reports in the files of the Coordinator indicates, however, that program activities have actually been developed in 14 CAP areas, 12 of which are represented in the data of this study.

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[3] E.g., Memphis, Chicago, Miami, Rochester-Syracuse, and Oregon.

III. Scope and Nature of CAP Activities

Visiting high schools was, of course, the common and predominating activity in all of the "administrative" areas of the College Assistance Program; but the frequency and content of such visits, together with the incidence of other types of activities, differed markedly among them. It appears that a number of variables were related to these area differences -- rural vs. urban settings, degree of cooperation by public school systems, numbers of Negro and other disadvantaged youth in the local schools, strength or weakness of high school guidance staffs, degree of interest and cooperation shown by participating college officials, and others. It is clear, however, that the most decisive variable was the quality of leadership given by the Area Sponsors.

In a number of areas, these Sponsors went about their tasks with remarkable insight, dedication and persistence -- recruiting participants from neighboring colleges, organizing them into teams, assigning teams to schools, suggesting activities to be conducted in the schools, outlining the content of the CAP "message" to be conveyed, supplying relevant materials, following-up with evaluation meetings, and keeping the national Coordinator informed of developments. It was in areas where this pattern of leadership prevailed that the scope and nature of CAP activities excelled.

It is not the purpose of this analysis to describe CAP activities in the several areas; rather, effort is made to define in general terms the nature and extent of the program as a whole. Attention is given to the schools visited by CAP teams, the number of visits made, the number and selected characteristics of the students contacted, and the types of activities conducted. The analysis is based mainly on the questionnaire responses of CAP-team participants and high school officials, and relates to the first two years of the program, 1964-65 and 1965-66.

Schools visited

The college and high school representatives reporting to this inquiry listed 78 schools visited by CAP teams in 12 areas, as follows:

CAP Area	Number of Schools
Connecticut	6
New York City	3
Philadelphia	7
Central Pennsylvania	5
Northeast Ohio	3
Northwest Ohio	14
Southwest Ohio	7
Iowa	5
St. Paul	6
San Francisco Bay	11
Fresno	4
Los Angeles	7
	78

About nine-tenths of these schools are senior high schools and junior-senior high schools. There are but few junior high schools among them.

Undoubtedly there were additional schools visited by participants who did not respond to this inquiry. Indeed, the former CAP Coordinator's report that visits were made "to approximately 100 high schools, junior high schools and community organizations"[4] seems quite credible.

Number of visits

Most of the 49 college officials who responded to this inquiry reported making two or more CAP-team visits to neighboring schools, and most of the 18 high school respondents who recalled CAP-team visits as such reported two or more visits to their schools. As may be seen from Table 3, about two-thirds (65%) of the CAP-team participants reported two or more visits each, and more than half (50%) of the high school officials recalled two or more CAP visits to their respective schools.

Table 3. Numbers of School Visits Reported by CAP-Team Participants and Recalled by High School Officials

Number of Visits	Reported by CAP Participants	Recalled by High School Officials
One	14	6
Two	14	5
More than two	18	5
Not sure	2	1
No answer	1	1
Number Reporting	49	18

Counting "more than two" as four (which is about average), the frequencies noted for these 49 CAP participants represent 114 visits to schools. How many additional visits were made by members of CAP teams who did not respond to this inquiry is not known.

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[4] NSSFNS College Assistance Program Newsletter, No. 11, September 30, 1966, p. 1.

Students contacted

Negro students predominated by far among the students CAP teams contacted directly in the schools they visited. Most of the participants met with no Puerto Rican students at all, but they did meet with some "Other" students. The relative frequency with which students in these three categories were contacted directly by the CAP participants reporting on this item is shown in Table 4.

Table 4. Frequency With Which CAP Participants Contacted Negro, Puerto Rican and Other Students

Ethnic Group and Sex	Number Reporting	Number and Per Cent Reporting: "None"	"Some"	"Mainly"
Negro boys	44	3 (7%)	11 (25%)	30 (68%)
Negro girls	43	3 (7%)	13 (30%)	27 (63%)
Puerto Rican boys	22	17 (77%)	5 (23%)	0 -
Puerto Rican girls	23	17 (74%)	6 (26%)	0 -
Other boys	28	2 (7%)	24 (86%)	2 (7%)
Other girls	28	3 (11%)	23 (82%)	2 (7%)

It may be seen that approximately two-thirds of the CAP-team visitors said their contacts were "mainly" with Negro boys and girls, and an additional one-fourth of them had "some" such contacts. More than four-fifths of the respondents reported "some" contacts with "Other" boys and girls, but only about one-fourth of them reported "some" contacts with Puerto Rican boys and girls. Although Negro boys and "Other" boys appear to have been contacted somewhat more frequently than their respective female counterparts, the sex differences reflected in Table 4 are minimal.

Information concerning the relative frequency with which CAP-team respondents made direct contacts with students in the several secondary-school grades is shown in Table 5.

Table 5. Frequency With Which CAP Participants Contacted Students on the Several Grade Levels

Grade Level	Number Reporting	Number and Per Cent Reporting: "None"	"Some"	"Mainly"
Senior	31	4 (13%)	17 (55%)	10 (32%)
Junior	38	1 (1%)	22 (58%)	15 (39%)
Sophomore	33	4 (12%)	18 (55%)	11 (33%)
Freshman	21	9 (43%)	7 (33%)	5 (24%)
Junior High School	22	13 (59%)	7 (32%)	2 (9%)

It appears that contacts were not concentrated with students on any grade level, but were distributed fairly evenly among the upper three grades of the senior high school. Between 32% and 39% of the respondents reported that their contacts were "mainly" with students in these grades, and between 55% and 58% reported "some" contacts with such students. Freshmen and junior high school students were contacted less frequently than those in the upper three classes.

The data assembled by this inquiry afford no reliable basis for estimating the number of students contacted by responding CAP participants. It should be noted, however, that the former Coordinator reported a two-year total of about 1,850 students.[5]

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[5] Ibid.

Types of activities

It appears that conferring with counselors was by far the activity most frequently engaged in during CAP-team visits to schools, and distribution of literature on college opportunities ranked second in frequency. Information on this point is shown in Table 6, which reports the percentages of CAP participants -- and also of high school officials -- indicating whether specified activities were engaged in "Never", "Seldom", "Some" or "Often".

Combining the percentages of CAP participants reporting that they engaged in a given activity "Some" or "Often", the 13 activities listed in Table 6 are seen to rank in frequency as follows.

	Per Cent
Conferring with counselors	86
Distributing literature	59
Conferring with parents	54
Meeting students in assemblies	53
Meeting students in classrooms	53
Meeting students in smaller groups	51
Conferring with principals	45
Meeting individual students	37
Having college students visit schools	36
Having high school students visit colleges	24
Organizing "counseling" and other clubs	18
Administering questionnaires	17
Administering tests	0

The predominant frequency of "conferring with counselors" -- which also ranks first in the frequency ratings of high school officials -- is consistent with CAP participants' reports to the Coordinator. Typically, a team visited a school first to meet with counselors, explaining the purpose of CAP and arranging for subsequent meetings with students, at which the

Table 6. Per Cent of CAP Participants and of High School Officials Reporting the Relative Frequency of Specified Types of Activities Conducted by CAP Teams

Types of CAP Activities	Number Reporting on Each Activity		Per Cent of CAP Participants Reporting Specified Activities				Per Cent of High School Officials Reporting Specified CAP Activities			
	CAP Participants	High School Officials	Never	Seldom	Some	Often	Never	Seldom	Some	Often
Conferred with counselors	44	16	7	7	20	66	0	12	56	31
Conferred with principals	40	15	37	17	30	15	53	20	20	7
Met with students in assemblies	42	15	24	24	24	29	67	7	20	7
Met students in classrooms	36	16	44	3	28	25	81	6	12	0
Conferred with smaller groups of students	37	15	27	22	22	30	40	20	20	20
Conferred with individual students	35	15	54	9	29	8	28	33	20	20
Gave questionnaire to students	29	15	72	10	7	10	53	20	20	7
Gave test to students	30	15	93	7	0	0	93	0	7	0
Arranged for students to visit colleges	34	16	68	9	15	9	56	6	31	6
Conferred with students' parents	35	15	37	9	40	14	67	7	20	7
Arranged college-student visits to schools	33	15	51	12	21	15	60	20	20	0
Organized "counseling" or other clubs	33	16	82	0	9	9	69	0	25	6
Distributed literature on college opportunities	39	14	23	18	26	33	50	0	21	29

counselors were also present.

Of similar character to meetings with high school counselors were the fairly frequent meetings with high school principals. Forty-five per cent of the CAP participants reported engaging in such meetings "Some" or "Often".

Fifty-nine per cent of the CAP participants said they distributed literature "Some" or "Often" on their visits to schools, and the second-place rank of this activity is confirmed by the combined percentages for high school officials. Informal reports from the field indicate that much, if not most, of this literature interpreted the services available through the National Scholarship Service and Fund for Negro Students.

Slightly more than one-half of the CAP participants reported meeting "Some" or "Often" with students in various types of groups; but only a little more than one-third reported meeting with individual students. Notable is the fact that between 27 and 54 per cent of the CAP participants reported that they "Never" met with students -- in assemblies, in classrooms, in smaller groups, or as individuals. This finding is supported by a number of informal reports to the Coordinator, some of them noting that counselors preferred to have CAP work through them, and were reluctant to bring the teams into direct contact with students.

It is also notable that CAP participants reported conferring with parents with a combined frequency rating slightly higher than those for the large and small group-meetings with students. However, the frequency rating "Often" was given to this activity by proportionately only about one-half as many participants as reported meeting "Often" with groups of students.

Arranging for college students to visit high schools and for high school students to visit college campuses were assigned "Some" or "Often" frequency-ratings, respectively, by about one-third and one-fourth of the CAP participants. Organizing clubs and administering questionnaires or tests ranked, respectively, eleventh, twelfth and thirteenth in order of frequency.

The frequency ranks of these activities as indicated by the combined "Some" or "Often" ratings of CAP participants coincide with the ranks indicated by similarly combined ratings of high school officials (not here shown) with regard to only three activities -- conferring with counselors (first), distributing literature (second), and administering tests (thirteenth). The considerable variation in frequency ranks assigned to the ten other activities cannot be explained by the data at hand. It is probable, however, that the ratings by CAP participants constitute the more reliable index of the relative frequency with which CAP-teams engaged in the several types of activities.

Respondents to the questionnaires of this inquiry made hardly any use of the spaces provided for the listing of other types of activities engaged in by CAP participants, but a number of other activities were noted in informal reports to the Coordinator. In some areas, evening meetings were held with the parents of disadvantaged high school students. In other areas, parents were taken along with their children to visit college campuses.

At least one area organized meetings with businessmen and other community leaders, enlisting their support of the CAP program. One area had alumni of the local high school, who were then attending college, talk with students. Another conducted extensive correspondence with students. Posters were prepared for display in some high schools. Films distributed by the College Entrance Examination Board were shown in several areas, notably "No Limit to Learning" and "Going to School".

The CAP activities here described are those involving direct contacts with professional personnel in schools, with high school students, and with parents and other persons in the community. There was also a great deal of "internal" CAP activity, mainly organizing and planning.

IV. Effectiveness of CAP Activities

As noted in Section II of this analysis, the effectiveness of the College Assistance Program is here assessed mainly on two bases: first, evaluative judgments by responding CAP participants and high school officials concerning the activities of CAP teams; and second, perceptions of successive classes of high school graduates served by NSSFNS concerning the influences which led them to enter college. Attention is given also to the incidence of NSSFNS clients among high schools visited by CAP teams, prior to and after the launching of CAP; to reported modifications in recruitment and admissions practices of participating colleges, prior to and after the launching of CAP; and to general assessments of CAP strengths and weaknesses by CAP participants and high school officials -- in responses to questionnaires, in correspondence with the Coordinator, and in interviews with the investigator in the field.

Appraisals of specified CAP-team activities

The 13 types of CAP-team activities noted in Table 6 vary markedly in effectiveness as assessed by the CAP participants and high school officials responding to this inquiry. Moreover, these two groups of respondents differ widely in their appraisals of some of the activities involved.

Table 7 shows the numbers of CAP participants and high school

Table 7. Per Cent of CAP Participants and of High School Officials Rating the Effectiveness of Specified CAP-Team Activities as "Much", "Some", "Little", or "None".

Types of Activities	Number Responding		Per Cent Estimating Different Degree of Effectiveness							
			MUCH		SOME		LITTLE		NONE	
	CAP	H.S.	CAP	H.S.	CAP	H.S.	CAP	H.S.	CAP	H.S.
Conferred with counselors	41	13	39	38	44	61	10	0	7	0
Conferred with principals	28	8	14	37	43	25	18	12	25	25
Met students in assemblies	30	9	10	22	53	22	30	22	7	33
Met students in classrooms	23	7	17	0	56	27	4	14	22	57
Conferred with smaller groups of students	25	9	56	56	28	22	4	11	12	11
Conferred with individual students	22	11	50	45	23	27	0	18	27	9
Gave questionnaire to students	14	9	0	11	29	44	21	11	50	33
Gave test to students	10	7	0	0	0	0	10	14	90	86
Arranged student visits to college campuses	19	9	26	44	26	11	10	11	37	33
Conferred with students' parents	27	6	33	33	33	33	22	0	11	33
Arranged college-student visits to schools	22	8	50	25	27	12	0	37	23	25
Organized 'counseling' or other clubs	15	7	20	14	20	43	0	0	60	43
Distributed literature about college opportunities	30	8	7	50	53	25	27	0	13	25

officials who responded to the request to "indicate your estimate of the effectiveness of each type of activity". Among the 49 participants in CAP teams and 18 high school officials who recalled visits by such teams, different numbers indicated judgments for the different activities, the respondents presumably reacting to only those CAP-team activities with which they had experience. Table 7 also shows the percentage of each group which estimated the effectiveness of the several activities by checking "Much", "Some", "Little", or "None".

Inspection of the percentage columns of Table 7 reveals that between 45 and 56 per cent of both groups of respondents attributed "Much" effectiveness to conferring with small groups of students and with individual students. At the other end of the scale, between 86 and 90 per cent of both groups assessed the effectiveness of giving tests as "None". However, proportionately seven times as many high school respondents as CAP respondents rated distributing literature as having "Much" effectiveness; and proportionately twice as many CAP respondents as high school respondents attributed "Much" effectiveness to having college students visit high schools.

These and other differences are more clearly evident in Table 8. There, the several activities are listed in rank order of effectiveness as indicated by the combined "Much" and "Some" ratings of CAP participants, and the differences between such combined ratings by CAP and high school respondents are noted.

It is evident from Table 8 that conferring with smaller groups of students and with counselors are the two CAP-team activities assessed as

Table 8. Per Cent of CAP Participants and of High School Officials Assigning "Much" or "Some" Effectiveness Ratings to Specified Types of CAP-Team Activities.[a]

	Per Cent Rating Effectiveness as "Much" or "Some", Combined		
Types of Activities	CAP	H.S.	Difference (CAP - H.S.)
Conferred with smaller groups of students	84	78	6
Conferred with counselors	83	99	- 16
Arranged college-student visits to schools	77	37	40
Met students in classrooms	73	29	44
Conferred with individual students	73	72	1
Conferred with students' parents	66	66	0
Met students in assemblies	63	44	19
Distributed literature about college opportunities	60	75	- 15
Conferred with principals	57	62	- 5
Arranged student visits to college campuses	52	55	- 3
Organized "Counseling" or other clubs	40	57	- 17
Gave questionnaire to students	29	55	- 26
Gave test to students	0	0	0

[a] Derived from Table 7.

most effective by both the CAP participants and the high school officials, although the latter attributed substantially more effectiveness to conferring with counselors than did the former. Approximately three-fourths or more of the CAP participants attributed "Much" or "Some effectiveness to the first five activities listed, and more than one-half of them expressed this judgment concerning the first ten activities listed. In contrast, between 60 and 100 per cent of the CAP participants adjudged organizing clubs and administering questionnaires or tests as having little or no effectiveness.

The CAP participants and high school officials were in close agreement in their "Much" or "Some" effectiveness ratings of six of the activities listed in Table 8: conferring with individual students, with smaller groups of students, with students' parents, and with principals; having students visit college campuses; and giving tests. However, the CAP participants gave substantially higher effectiveness ratings than did high school officials to three activities: meeting students in assemblies and in classrooms, and arranging for college students to visit high schools. The CAP participants gave substantially lower effectiveness ratings than did high school officials to four of the activities: distributing literature, conferring with counselors, organizing clubs, and administering questionnaires.

Notable are the types of activities concerning the effectiveness of which the CAP and high school respondents express different judgments. Those receiving substantially higher ratings by CAP participants all involve direct personal interaction by "outsiders" with high school students, and those receiving substantially higher ratings by high school officials all conform to the more conventional pattern of school guidance programs.

Appraisals of CAP-Team activities as a whole

The questionnaire replies of the 49 CAP participants and the 18 high school officials who recalled CAP visits included reactions to the question: "Considering CAP-team visits as a whole, how influential do you think such visits are in encouraging disadvantaged young people to enter college?" Their responses to a four-step "scale" of influence are summarized in Table 9.

Table 9. Number and Per Cent of CAP and of High School Respondents Assessing CAP-Team Visits as Having "Much", "Some", "Very Little", or "No" Influence

Degree of Influence	Number Responding		Per Cent of Total	
	CAP	H.S.	CAP	H.S.
Much	5	3	10	17
Some	24	11	49	61
Very little	11	2	23	11
None	1	0	2	0
No judgment stated	8	2	16	11
Total	49	18	100	100

It may be seen from Table 9 that only one-tenth of the CAP participants and about one-sixth of the high school officials attributed "Much" influence to CAP-team visits as a whole. On the other hand, only 1 of the 67 respondents in both groups thought these visits had no influence. About one-sixth of the CAP participants and one-tenth of the high school officials declined to estimate the influence of CAP-team visits as a whole.

The outstanding fact revealed by Table 9 is that 59 per cent of the CAP participants and 78 per cent of the high school officials assessed CAP-team visits as having "Much" or "Some" influence in encouraging disadvantaged youth to enter college. Only about one-fourth of the CAP respondents and one-tenth of the high school respondents thought these visits had "Very Little" influence.

Influences on students' decisions to enter college

Some insight into the probable effectiveness of the College Assistance

Program is afforded by college students' perceptions of the influences which led them to enter college. As previously noted, information on this point is provided by the questionnaire response of randomly selected samples of three successive classes of high school graduates who were served by NSSFNS and subsequently entered college -- 231 from the class of 1964 (before CAP), 344 from the class of 1965, and 622 from the class of 1966. Their judgments concerning the importance or non-importance of specified influences in leading them to decide to enter college are reflected in the frequencies of Table 10.

Inspection of Table 10 shows that, for each of the three graduating classes, "Mother", "Father", and "Teachers" were perceived by a large majority of these students as important influences in their decisions to enter college. Very substantial but smaller numbers of the students considered "School Friends", "Other Relatives" and "Other Adults" as important influences. The three types of influences corresponding to typical CAP-team activities -- visits to the students' high schools by college officials or by college students, and visits the students made to colleges -- were rated as not important by a large majority of the students in each class.

In addition to the nine influences listed on the questionnaire, students were asked to specify other influences relevant to their deciding to enter college. Among the wide range of such influences they listed, personal values, occupational and other goals accounted for between 60 and 64 per cent of the total for each class; and scholarships and other forms of financial aid accounted for between 6 and 11 per cent of the total for each class. Other

Table 10. Number of College Students Rating Specified Influences as "Important" or "Not Important" in Their Decisions to Enter College, by High School Graduating Classes: 1964, 1965 and 1966

	Number Rating Specified Influences as "Important" or "Not Important"					
	1964 H.S. Graduates			1965 H.S. Graduates		
Influences	Important	Not Important	Total	Important	Not Important	Total
Mother	206	21	227	301	34	335
Father	176	44	220	256	73	329
Other relatives	105	115	220	160	161	321
Teachers	169	46	215	267	65	332
Other adults	96	115	211	154	166	320
School friends	107	110	217	164	156	320
College officials visiting your school[a]	50	161	211	71	247	318
Visits you made to colleges[a]	70	140	210	94	222	316
College students visiting your school[a]	36	160	196	53	258	311

CONTINUED

Table 10 (continued)

Influences	Number Rating Specified Influences as "Important" or "Not Important" 1966 H.S. Graduates: Important	Not Important	Total	Number Not Rating Given Influences: 1964	1965	1966
Mother	548	60	608	4	9	14
Father	455	128	583	11	15	39
Other relatives	301	282	583	11	23	39
Teachers	472	121	593	16	12	29
Other adults	282	283	565	20	24	57
School friends	271	297	568	14	24	54
College officials visiting your school[a]	187	375	562	20	26	60
Visits you made to colleges[a]	218	343	561	21	28	61
College students visiting your school[a]	151	390	541	35	33	81

[a] These "influences" correspond to types of activities commonly engaged in by CAP teams.

types of influences listed with even smaller frequencies included accessibility of satisfactory colleges, reading about college, miscellaneous school experiences, NSSFNS, church, sorority and other agencies.

The relationships shown by Table 10 are revealed more clearly by the data of Table 11, in which the several specified influences are listed with the percentages of students in the three graduating classes who rated them as "Important".

Table 11. Per Cent of College Students Rating Specified Influences as "Important" in Their Decisions to Enter College, by High School Graduating Classes: 1964, 1965 and 1966.[a]

Influences	Per Cent Rating Influence as "Important" 1964	1965	1966
Mother	91	90	90
Teachers	79	80	80
Father	80	78	78
Other relatives	48	50	52
School friends	49	51	48
Other adults	45	48	50
Visits you made to colleges[b]	33	30	39
College officials visiting your school[b]	24	22	33
College students visiting your school[b]	18	17	28

[a] Derived from Table 10.

[b] Influences corresponding to typical activities of CAP teams.

It is clear that "Mother" was viewed as important by proportionately more of these students than was any other of the influences listed; nine-tenths of those in each class rated this influence as important. "Teachers" and "Father" were perceived as important by about equal proportions of the students, approximately four-fifths of those in each class. "Other relatives", "School friends", and "Other adults" were considered important by close to one-half of the students in each class. The proportions of students attributing importance to the three CAP-type activities ranged from a little more than one-third to about one-sixth among the several classes.

A remarkable degree of agreement is evident among these students concerning which of the specified influences were important in their decisions to enter college. Percentage differences among the three classes range only from 0 to 5 points for the first six influences listed in Table 11. Such differences are somewhat larger -- from 9 to 11 points -- for the remaining three influences.

Of incidental interest, although not directly relevant to the purpose of this analysis, is a comparison between the perceptions of these students and those of 187 freshmen entering Stanford University in the fall of 1958 concerning influences which were "Important" in their decisions to go to college.[6] Six of the "influences" used in this CAP study were also used in the Stanford University study.

The comparison made in Table 12 cannot be pressed too far, because the procedures of the two studies are quite different, as are the composition and size of their respective samples. Even so, the differences and

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[6] The Stanford University study is reported in Robert A. Ellis and W. Clayton Lane, "Structural Supports for Upward Mobility", American Sociological Review, 28: 743-756, October, 1963.

Table 12. Per Cent of Students Rating Specified Influences as "Important" in Their Decisions to Enter College: CAP Study Compared with Stanford University Study

Influences	Per Cent of Student Respondents to CAP Study Rating Influence as "Important" (Range of percentages for 3 classes: 1964, 1965, 1966)	Per Cent of Stanford U. Freshmen (1958) Rating Influence as "Important"[a] Regular Sample (N = 160)	Lower Socio-Economic Sample (N = 27)
Mother	90 - 91	87	96
Teachers	79 - 80	61	85
Father	78 - 80	88	78
Other relatives	48 - 52	54	70
School friends	48 - 51	38	44
Other adults	45 - 50	26	48

[a] See footnote 6 on previous page for source.

similarities there evident are at least suggestive.

It may be noted that the proportions of CAP-study students rating the several influences as "Important" closely approximate corresponding proportions for the Lower Socio-Economic Sample of the Stanford University study. Only in the case of "Other relatives" is there a percentage difference of more than 7 points. In both of these samples, "Mother" was perceived as important by substantially larger proportions of students than in the case of any of the other five influences. "Teachers" and "Father" rank second and third in both samples, although the difference between these two influences is more substantial for the Lower-SES Stanford sample than for the CAP sample.

The ratings of the CAP-study students differ considerably, however, from those in the Regular Sample of the Stanford study, the latter consisting of middle- and upper-class students. Only in the case of their "Important" ratings for two influences -- "Mother" and "Other relatives" -- do the proportions for the two samples of students differ by only 6 or fewer percentage points. The proportions of these two samples rating the other influences as important differ more substantially -- by 8 to 10 percentage points for "Father", by 10 to 13 points for "School friends", by 18 to 19 points for "Teachers", and by 19 to 24 points for "Other adults". Moreover, in contrast with the CAP-study students, "Father" and "Mother" were perceived as important influences by about equal proportions of the Regular-Sample Stanford students; and "Father" was rated important by a substantially larger proportion of these students than was "Teachers".

Apparently the students represented in the present study perceived the influences important in their decisions to enter college in much the same way as did the small sample of lower-class students entering Stanford University in the fall of 1958. Their perceptions in this regard were considerably different, however, from those of the more numerous upper- and middle-class students entering Stanford at the same time.

Returning to the analyses which bear directly on the purpose of this inquiry, it is notable that larger proportions of the 1966 high school graduates rated the three CAP-type activities listed in Table 11 as "Important" influences in their decisions to enter college than did the 1964 and 1965 high school graduates. These differences are tabulated below.

	Per Cent of Graduates Rating Influence "Important"			
CAP-Type Influences	1964	1965	1966	Difference: 1966-1964
Visits you made to college	33	30	39	6
College officials visiting your school	24	22	33	9
College students visiting your school	18	17	28	10

The 1964 (before-CAP)-1966 differences here shown are larger than comparable differences for any of the other six influences listed in Table 11. If these differences are statistically significant, they would seem to reflect a trend since CAP began which is consistent with -- not clear verification of -- the hypothesis of increasing influence of these CAP-type activities in leading high school students to decide to enter college.

On the basis of the frequencies reported in Table 10, using the method of X^2, the significance of the 1964-1966 differences reflected by the above percentages is calculated to be as follows:

Visits you made to college	X^2=1.76; df=1; P=<.20 N.S.
College officials visiting your school	X^2=6.18; df=1; P=>.01
College students visiting your school	X^2=6.43; df=1; P=>.01

Thus, the 1964-66 differences for two of these CAP-type "influences" are significant at about the .01 level. It may be concluded that visits to high schools by college officials and by college students were more effective in influencing NSSFNS clients to enter college in 1966, the second year of CAP, than in 1964, before CAP began. This finding is consistent with the general hypothesis that CAP activities were effective, although there is no way of determining to what extent the relationships here shown are functions of

CAP activities per se.

Incidence of NSSFNS clients among high schools visited by CAP teams

It will be recalled that most CAP teams distributed literature about college opportunities on their visits to schools, and that this literature generally included interpretations of services available through the National Scholarship Service and Fund for Negro Students. Evidence suggestive (but not conclusive) that the CAP-team visits were effective would be a larger incidence in 1965 and 1966 than in 1964 (before CAP) of NSSFNS clients from the high schools visited. Information relative to this point is shown in Table 13.

Table 13. Incidence of NSSFNS Clients Responding to CAP Study in Three Successive Graduating Classes from High Schools Visited by CAP Teams

	High School Graduating Class		
Item	1964	1965	1966
Total number of NSSFNS clients responding to CAP-study questionnaire	231	344	622
Number of high schools with known CAP-team visits and with NSSFNS clients responding to CAP study	18	23	30
Number of responding NSSFNS clients from high schools visited by CAP	30	65	93
Average number of responding NSSFNS clients per high school visited by CAP	1.7	2.8	3.1
Per cent NSSFNS clients from high schools visited by CAP are of total number responding to CAP study	12.99	18.89	14.95

It may be seen from Table 13 that the average number of NSSFNS clients per school among the high schools known to have been visited by CAP teams increased from 1.7 among 1964 graduates to 2.8 among 1965 graduates, and to 3.1 among 1966 graduates. Further, the percentage these NSSFNS clients are of the total number responding to this study increased from about 13 per cent among 1964 graduates to about 19 per cent among 1965 graduates, and decreased to about 15 per cent among 1966 graduates.

The slight trend discernable from these data cannot be attributed solely to CAP visits to the high schools involved; too many other influences were operating during this period toward encouraging disadvantaged students to enter college. Nevertheless, it is important to note that this trend is generally in a direction consistent with the hypothesis that the CAP visits were to some extent effective.

Modifications in college practices since CAP began

The influence of the College Assistance Program toward increased college attendance by disadvantaged students may be reflected indirectly in changes in the recruiting, admissions, and related practices of the colleges participating in the program. In an effort to determine what if any such changes there were, CAP participants were asked to indicate practices -- "Prior to 1964-65" and "Current" -- used by their respective colleges "especially to encourage and assist disadvantaged students to enroll". Four practices were listed on the questionnaire, and space was provided for listing others. Responses to this item of the questionnaire are summarized in Table 14.

Table 14. Changes in College Practices Concerning Disadvantaged Students Since CAP Began, as Reported by CAP Participants

Item	CAP Participants
Total number reporting on relevant college practices	44
Number and per cent reporting changes in relevant college practices since "Prior to 1964-65"	44 (100%)
Number and per cent reporting the following college practices begun since "Prior to 1964-65":	
Special recruiting procedures	27 (61%)
Modified admissions requirements	21 (48%)
Special financial aid	16 (36%)
Pre-college preparatory courses	8 (18%)
Special counseling services	4 (9%)
Tutoring	3 (7%)
"Special programs"	1 (2%)

The data of Table 14 afford no information about the number or nature of relevant college practices "Prior to 1964-65"; they relate only to changes made since that time. The 44 CAP participants reporting on this item represent 43 different colleges and universities.

It may be seen that all of the participating colleges represented in Table 14 made changes since CAP began in their practices designed especially to encourage and assist disadvantaged students to enroll. Nearly two-thirds of them introduced special recruiting procedures, innovations which link up directly with the types of activities carried on by their representatives in CAP. Nearly one-half of these institutions modified their admissions requirements for disadvantaged students; more than one-third of them offered special financial aid; and smaller proportions introduced four other types of practices.

These changes were effected during a period when large numbers of colleges not involved in CAP were beginning to make special overtures to disadvantaged students, and this general trend probably had some influence in bringing about the innovations here reported. It is highly probable, however, that the active involvement of officials from the 43 institutions represented in Table 14 -- mainly admissions officials -- in the College Assistance Program contributed directly and substantially to the introduction by their colleges of special practices to encourage and facilitate the enrollment of disadvantaged students.

Informal assessments of CAP by participating officials

The informal evaluative comments which participating college and high school officials made to this inquiry or to the Coordinator tend largely to support the findings of the preceding systematic analyses. They serve also to illuminate and supplement those findings. Several themes are emphasized.

First, there is general agreement that CAP activities made important contributions directly toward encouraging disadvantaged students to enter college. Several respondents cited relevant before-and-after data for particular high schools which they interpreted as evidence of CAP's effectiveness toward this end.

Notable in this regard are reports by college officials and high school counselors that many of the disadvantaged students assembled to meet CAP teams were surprised that they had been invited. "I'm stupid; who said I should discuss going to college?" was said to be a frequent comment. Several officials expressed the opinion that merely for a disadvantaged student to realize that some high school teacher thought he had college potential provided him with important ego support. One high school counselor noted that, following CAP visits, a number of students came in to change their programs, dropping semi-vocational courses and substituting courses in algebra and the humanities.

Second, it is generally agreed among participating college officials that CAP stimulated their institutions to make serious efforts to enroll disadvantaged students. Prior lethargy in this area is said to have been replaced by vigorous activity, with many innovations in college practices. Several respondents reported that they, personally, had never undertaken to recruit students from ghetto high schools until invited to participate in CAP teams.

Third, a substantial number of college and high school respondents are of the opinion that CAP also stimulated and helped high school guidance staffs to function more effectively with disadvantaged students. The fact that college admissions and other officials viewed such students as potential enrollees was said to have caused some guidance counselors to revise their thinking about students not generally considered to be "college bound". Moreover, counselors were generally very pleased to be visited by college officials on CAP teams, and to share the information and literature they brought.

Although counselors were usually glad to confer with CAP teams, some of them were reluctant to bring the visitors into direct contact with students. Several college participants reported that counselors felt they were fully qualified to relay to students whatever information the CAP teams provided, and that direct intervention by the college officials would constitute encroachment on the counselors' professional domain. As the data of this study show, however, this attitude was not prevalent among the high school counselors visited by CAP teams. Most teams did meet with students, and the counselors were pleased to have them do so. As one counselor remarked to a college participant: "We say many of the things you said to our students, but somehow it seems more real coming from the colleges."

Fourth, some of the procedures used by CAP teams are assessed quite positively by participants. Notable among them are conducting informal discussions with small groups of high school students and individuals, and having college students visit and talk with them. In this latter connection, many CAP respondents emphasized the valuable contributions of Negro students on visits to schools, expressing the opinion that disadvantaged Negro high school students identify more readily with Negro college students than with white college officials from "the establishment". As one CAP participant reported: "The high degree of rapport we established with students was due largely to ______________, who talked directly about his experience as a Negro."

Another procedure which a number of CAP participants reported to be especially effective is conferring with students' parents, as individuals or in evening meetings, and having them visit college campuses with their children. Still another, which was used by very few teams, is a "community approach" to encouraging disadvantaged students to enter college, involving a wide range of civic leaders and agencies to this end.

Fifth, many of the procedures used by CAP teams are assessed negatively by participants. One such procedure involves preoccupation with high school juniors and seniors. Many respondents expressed the opinion that this is too late in a student's career, that he should be approached no later than ninth or tenth grade, perhaps earlier.

Another CAP procedure provoking widespread criticism among participants has been characterized as the "one-shot" or "scatter-shot" approach. Reference is to having teams make only one (or possibly two) visits to each of a number of schools. Many participants expressed the strong conviction that much more sustained relationships with individual students are necessary. Some suggested follow-up meetings in the fall with students contacted the preceding spring. Others proposed continuing contacts of many kinds with individuals who have been identified as potential college students. Still others advocate that colleges "adopt" particular ghetto high schools for sustained relations of many types.

It should be noted in this connection that changes in the direction suggested were made by many CAP teams during the second year of operation. A number of participants reported that they began to see fewer students and to contact them more often.

CAP's primary emphasis on disseminating information about college opportunities was also criticized by many participants. Although recognizing its importance, they said that "information is not enough," that disadvantaged students need sustained interpersonal relations to help them surmount many obstacles on the road to college -- including even the filling out of complicated applications for admission and financial aid.

Several participants expressed the opinion that CAP representatives "talk generalities too much", and are seldom in position to give definite answers to specific questions students ask even about what their own colleges are prepared to offer, let alone other institutions in the area or across the country. It is said that youngsters grown skeptical from past experiences tend to regard such platitudinous presentations as "not for real".

One participant expressed the opinion that CAP's preoccupation with disadvantaged Negro students is prejudicial to white students. Another deplored the neglect of the Mexican-American community, which is "badly in need of services".

Finally, the informal comments of a large number of participants pose the issue of CAP's future. Some think it has served its purpose and should now be allowed to pass off the scene; others see a continuing role for CAP.

On the one hand, it is pointed out that CAP-type activities are now being conducted in many areas by other agencies and institutions. Illustrative are the increasing numbers of colleges and universities actively recruiting among disadvantaged students, and the widespread development of such "new" programs as "Upward Bound" and "408 projects". These latter projects -- authorized by Section 408, Title IV of the Higher Education Act of 1965 -- have purposes which are much the same as those of CAP; and they have the advantage of federal support. In the light of these and related developments, it is argued that CAP is no longer needed; and further, that its viability has been seriously eroded by the siphoning off of much of its active personnel into other CAP-like projects, which it did much to stimulate. CAP, it is said, "is a victim of its own success".

On the other hand, it is argued that all of the "new" programs designed to encourage college entrance among disadvantaged students, taken together, represent little more than a beginning toward meeting a vast need. It is pointed out in this connection that probably a majority of the collegiate institutions of the country have not yet begun to do anything in this field, and could profit by precisely the type of stimulation that participation in CAP would provide. Adherents to this point of view generally grant that changes are needed in the emphases and procedures of CAP, but they also want the agency to continue and perhaps expand its role.

It is significant that both of these positions on the future of CAP proceed from a generally positive evaluation of the role it has thus far played. At issue is whether that role now needs to be -- or can be -- extended.

Some generalizations

Although it was recognized at the outset of this study that there is no way clearly to isolate the influence of the College Assistance Program from those of other institutions and agencies working to encourage and help disadvantaged students to enter college during the period 1964-66, some basis for judging the effectiveness of CAP is sought in the preceding series of analyses. They relate to evaluations by college and high school participants of specified types of CAP activities and of such activities as a whole, college students' perceptions of the influences which were important in their decisions to enter college, trends in the incidence of NSSFNS clients among high schools visited by CAP teams, modifications in the relevant practices of participating colleges since CAP began, and informal assessments expressed by CAP officials in responses to this study's questionnaires, in reports to the Coordinator, and during interviews in the field. The findings yielded by these analyses seem to warrant the following generalizations.

First, CAP activities were moderately effective in directly encouraging and helping many disadvantaged high school graduates to enter college. Just how many students are attending college -- or soon will be -- as a direct result of CAP activities must remain among the imponderables.

Second, certain types of CAP activities proved to be much more effective than others. Notable among them are informal conferences by college admissions officials with high school guidance staffs, with small groups of students, and with individual students, together with similar conferences by college students with high school students.

Third, CAP activities were highly effective in leading participating colleges to modify their recruiting, admissions, financial-aid and other practices to the end of enrolling more disadvantaged students. This indirect impact upon college attendance by disadvantaged young people may represent CAP's most important and abiding achievement.

Fourth, CAP activities probably contributed substantially to the effectiveness of high school guidance staffs in their work with disadvantaged students. This, too, may be one of the abiding indirect contributions of the program toward increased college attendance among disadvantaged youth.

Over-all, there appears to be no doubt that CAP was a very important sector of the broad movement which emerged during 1964-66 for the purpose of increasing college attendance among disadvantaged Negro students. Indeed, it is clear that CAP contributed substantially toward the development of that movement.

V. Implications for Further Development

Whether the College Assistance Program should -- or can -- continue to function as such, an issue posed by many of its participants, will be decided by forces quite independent of this investigation; and there would be little point in trying to resolve the question here. It is certain, however, that CAP-like activities designed to bring increasing numbers of disadvantaged students into college will continue and expand during the period immediately ahead; and it is to the further development of such activities, under whatever auspices, that this final section of the report is addressed. Several guidelines seem to emerge from appraisals of CAP's experiences during its first two years of operation.

First, the practice of having college representatives visit neighboring high schools for the purpose of encouraging and helping disadvantaged youth to enter college should be extended into and developed in areas where there are substantial numbers of such youth but little or no special effort to have them continue their education beyond high school.

Second, it is of prime importance for college admissions officials to participate directly in working with prospective college students among disadvantaged high school youth. They are and are perceived as authoritative regarding the problems and issues involved. Moreover, they are decisive in influencing the policies and practices of their respective institutions.

Third, it is important to involve college students directly in efforts to encourage disadvantaged youth to enter college. Accounts of their experiences may often be more meaningful to high school students than the messages of professional personnel.

Fourth, Negro students and professional personnel from the colleges should participate in activities directed toward disadvantaged Negro youth. Further, the identity principle here involved is fully applicable to activities directed toward Puerto Rican, Mexican-American or other groups of disadvantaged youth.

Fifth, college representatives should solicit the cooperation of high school guidance personnel in their efforts; and they should try to strengthen the understanding and practices of such personnel as they relate to college attendance by high school students not normally perceived as "college material".

Sixth, in working with disadvantaged high school students and with counselors, college representatives should be prepared to give specific information concerning relevant admissions, financial-aid and other policies of their respective institutions and a wide range of other institutions. The purpose should be to interpret to disadvantaged young people the full range of options available to them. It would be helpful in this regard if some central agency were to disseminate relevant information on a national basis. NSSFNS assembles such information for use by its counselors; perhaps it would undertake to make it available to college admissions officials generally.

Seventh, on their visits to high schools, college representatives should emphasize direct and informal interaction with disadvantaged young people, especially in small groups and with individuals. Parallel interaction with the parents of students contacted at school should also be emphasized, perhaps at evening meetings.

Eighth, special efforts to encourage disadvantaged youth to enter college should begin with those enrolled in grade nine, or earlier. Students influenced by such efforts would then be able to plan and shape their high school careers in consonance with the perspective of attending college.

Ninth, continuing contacts of many kinds should be maintained with disadvantaged young people who are identified as potential college students. The purpose of such sustained relations would be to help them arrive at the decision to enter college, continually to reinforce and strengthen that decision, and to assist with the practical problems involved in its implementation. The maintenance of sustained relations with potential college students among disadvantaged youth would be facilitated by having colleges "adopt" neighboring high schools in which substantial numbers of such young people are enrolled.

Tenth, without diminishing -- indeed, while expanding -- efforts to increase college attendance among the very large population of disadvantaged Negro youth, special programs along this line should be developed with Mexican-American, Puerto Rican, American Indian and other groups of disadvantaged young people.

Underlying all of these developmental suggestions is the premise that vast numbers of educationally disadvantaged young people, especially those socialized under conditions of poverty and discrimination, are capable of and should be encouraged and helped to enter upon college careers. The validity of this premise is fully attested by behavioral-science theory and evidence, by the democratic values of our culture, and by the needs of our increasingly complex society. Special efforts to implement this premise might appropriately command the resources of colleges and universities which recognize their responsibility for promoting and welfare of the nation.

APPENDIX

APPENDIX A

NSSFNS COLLEGE ASSISTANCE PROGRAM

Harriet M. Richardson, Coordinator
6 East 82nd Street, New York, N.Y. 10028

CAP Team Participants and Visits: 1964-65 and 1965-66

Area ____________________ Sponsor ____________________

In the spaces provided below, please (A) list the names and institutions of all persons who participated in one or more of the CAP visits using the back of the page if more space is needed; and (B) list the names and addresses of high schools, and their chief counselors, visited by the teams in your area. Please return promptly to the above address.

A. CAP Team Participants

Names and Colleges Where They May Be Addressed

1. Name ____________________
   College ____________________
2. Name ____________________
   College ____________________
3. Name ____________________
   College ____________________
4. Name ____________________
   College ____________________
5. Name ____________________
   College ____________________

Names and Colleges Where They May Be Addressed

6. Name ____________________
   College ____________________
7. Name ____________________
   College ____________________
8. Name ____________________
   College ____________________
9. Name ____________________
   College ____________________
10. Name ____________________
    College ____________________

B. CAP Team Visits

Names and Addresses of High Schools Visited	Names of Chief H.S. Counselors	Year or Years Visits Were Made (check) 1964-65	1965-66
1. School			
Address			
2. School			
Address			
3. School			
Address			
4. School			
Address			
5. School			
Address			
6. School			
Address			

Date __________ Signature of Area Sponsor ____________________

Form No. 1
3/7/67

APPENDIX B

INQUIRY CONCERNING THE COLLEGE ASSISTANCE PROGRAM (CAP)

Sponsored by the National Scholarship Service and Fund for Negro Students
Supported by the Bureau of Research, U.S. Office of Education

This inquiry form is designed for college representatives who have taken part in CAP-team visits to secondary schools for the purpose of encouraging disadvantaged students to continue their education beyond high school and informing them of opportunities for doing so. Please fill it out and return promptly to P.O. Box 571, Cooper Station, New York, N.Y. 10003. A stamped envelope is appended.

Date________________________

Name____
Last First Middle Initial

College Affiliation____________________ Official Position____________________

Address____
Number, Street, City and State, Zip Code

I. Personal Involvement

1. Have you participated in one or more CAP-team visits?________________
   If NOT, please skip to item 16 on page 5.

2. Why did you decide to take part in CAP activities?

3. Do you intend to continue to work with CAP?____________________

4. If not, why?

5. What other persons at your institution have participated in CAP-team visits? (List below.)

Name	Address
a.________________	________________
b.________________	________________
c.________________	________________
d.________________	________________
e.________________	________________

II. Schools Visited and Students Contacted

6. How many schools did you visit with CAP teams:

   a. during the academic year 1964-65, including summer 1965?____________
   b. during the academic year 1965-66, including summer 1966?____________

7. List below the names and locations of schools you visited with CAP teams. Place numbers or X in columns to the right to indicate (1) number of persons on visiting CAP team; (2) number of colleges they represented; and (3) academic year of visit.

			(1)	(2)	(3)	
	Name of School Visited	City and State	No. on CAP Team	No. Colleges Represented	1964-1965	1965-1966
a.						
b.						
c.						
d.						
e.						
f.						
g.						
h.						
i.						
j.						

8. Considering your CAP-team visits as a whole:

   a. Place X in the "None", "Some" or "Mainly" columns below to characterize the students contacted directly.

	None	Some	Mainly
(1) Negro boys.			
(2) Negro girls			
(3) Puerto Rican boys			
(4) Puerto Rican girls.			
(5) Other boys.			
(6) Other girls			
(7) Seniors			
(8) Juniors			
(9) Sophomores.			
(10) Freshmen.			
(11) Junior high			

b. In general, how were students selected to meet with your CAP team?

III. CAP-Team Activities on School Visits

9. Listed to the left below are types of activities engaged in by some CAP teams on school visits.

   In Column A, place X to indicate which activities were used on your CAP team visits -- "Never", "Very Seldom", "Some", "Often". (Add other activities used by your CAP team.)

   In Column B, place X to indicate your estimate of the effectiveness of each type of activity.

	A. Frequency of Use				B. Estimate of Effectiveness			
Types of Activities	Never	Very Seldom	Some	Often	None	Little	Some	Much
a. Conferred with counselors . . .								
b. Conferred with principals . . .								
c. Met students in assemblies. . .								
d. Met students in classrooms. . .								
e. Conferred with smaller groups of students								
f. Conferred with individual students.								
g. Gave questionnaire to students.								
h. Gave test to students								
i. Arranged for students to visit college campuses.								
j. Conferred with students' parents								
k. Arranged for college students to visit the schools.								
l. Organized "counseling" or other continuing clubs.								
m. Distributed literature about college opportunities								
List others:								
n.__________________________.								
o.__________________________.								
p.__________________________.								
q.__________________________.								
r.__________________________.								

10. Considering CAP-team visits as a whole, how influential do you think such visits are in encouraging disadvantaged young people to enter college? Place X beside one of the following.

a. No influence. . . . . __________
b. Very little influence . . . . __________
c. Some influence. . . . . __________
d. Much influence. . . . . __________

IV. Practices of Your College

11. Which of the following types of practices are (or have been) used by your college especially to encourage and assist disadvantaged students to enroll? Use X to indicate practices used (a) prior to 1964-65, and (b) current practices. (If a practice used prior to 1964-65 is currently being used, place X in both columns.)

	(1) Prior to 1964-65	(2) Current
a. Special financial aid.		
b. Modified admissions requirements . . .		
c. Special recruiting procedures.		
d. Pre-college preparatory courses. . . .		
Specify others:		
e. ________________________ .		
f. ________________________ .		
g. ________________________ .		
h. ________________________ .		

V. General

12. In general, what do you consider the main strengths of CAP?

13. In general, what do you consider the main weaknesses of CAP?

14. What program acrivities do you recommend to increase the effectiveness of CAP?

15. What other recommendations do you offer to increase the effectiveness of CAP?

VI. For Non-Participants in CAP

16. If you answered "No" to item 1, please answer the following questions.

   a. Did you know about the College Assistance Program (CAP) before receiving this inquiry? . . . . ________

   b. If so, how did you find out about it?

   c. What comments or suggestions do you care to offer about the goals and activities of CAP?

   d. What person or persons at your college do you know to be involved in the activities of CAP?

Name	Address

F6/5/67

APPENDIX C

INQUIRY TO SELECTED HIGH SCHOOL COUNSELORS OR PRINCIPALS
CONCERNING THE COLLEGE ASSISTANCE PROGRAM (CAP)

Sponsored by the National Scholarship Service and Fund for Negro Students
Supported by the Bureau of Research, U.S. Office of Education

This inquiry form comes as part of a nation-wide study of college attendance by socially disadvantaged youth. It is addressed to a selected group of counselors or principals whose schools have been visited by college representatives seeking to encourage disadvantaged youth to continue their education beyond high school.

Please fill the form out as completely as possible and return it promptly to P.O. Box 571, Cooper Station, New York, N.Y. 10003. A stamped return envelope is enclosed.

Date____________________________

Name____
Last First Middle Initial

School____

Official Position_______________________________________

Address____
Number, Street, City, State, Zip Code

1. Draw a circle around the grade-levels taught at your school:

a. Senior high school grades. . . .	9	10	11	12
b. Junior high school grades. . . .	6	7	8	9
c. Specify others	___	___	___	___

2. Do you recall visits to your school by one or more teams of college representatives taking part in the College Assistance Program (CAP)?

____

a. If not, skip to items 5, 6 and 7 on pages 3 and 4.

b. If so, how many CAP-team visits were there:

(1) during 1964-65 (including summer '65). . . . . ________

(2) during 1965-66 (including summer '66). . . . . ________

3. **CAP-Team Activities on School Visits**

Listed to the left below are types of activities engaged in by some CAP teams on school visits.

In Column A, place X to indicate which activities were used on CAP-team visits to your school -- "Never", "Very Seldom", "Some", "Often". (Add other activities used by CAP team.)

In Column B, place X to indicate your estimate of the effectiveness of each type of activity -- "None", "Little", "Some", "Much".

	A.				B.			
	Frequency of Use				Estimate of Effectiveness			
Types of Activities	Never	Very Seldom	Some	Often	None	Little	Some	Much
a. Conferred with counselors. . . .								
b. Conferred with principals. . . .								
c. Met with students in assemblies.								
d. Met students in classrooms . . .								
e. Conferred with smaller groups of students.								
f. Conferred with individual students								
g. Gave questionnaire to students .								
h. Gave test to students.								
i. Conferred with students' parents.								
j. Arranged for students to visit college campuses								
k. Arranged for college students to visit the schools								
l. Organized "counseling" or other continuing clubs								
m. Distributed literature about college opportunities.								
List others:								
n.______________________ .								
o.______________________ .								
p.______________________ .								
q.______________________ .								
r.______________________ .								

4. **Considering CAP-team visits as a whole, how influential do you think such visits are in encouraging disadvantaged young people to enter college? Place X beside one of the following.**

   a. No influence. . . . . . ____________
   b. Very little influence . ____________
   c. Some influence . . . . ____________
   d. Much influence . . . . ____________

5. **On the basis of your experience with college-bound students, what is the relative importance of the influences listed below in encouraging socially disadvantaged students to enter college? Place X beside each item to indicate your judgment.**

	Important	**Not Important**
a. Family members in general. . . .	________	________
b. Mother	________	________
c. Father	________	________
d. Other relatives.	________	________
e. Teachers	________	________
f. Other adults	________	________
g. School friends	________	________
h. Visits to the school by the CAP team	________	________
i. Visits to the school by other college representatives.	________	________
j. Visits to colleges by high school students.	________	________
k. Visits to the school by college students	________	________

Specify other:

l.______________________________ . ________ ________
m.______________________________ . ________ ________
n.______________________________ . ________ ________

6. **What recommendations would you offer to college representatives in order to increase their effectiveness in encouraging socially disadvantaged students to continue their education beyond high school? List them below.**

   a.____

   b.____

   c.____

   d.____

7. **Supply for your school the information requested below for the academic years indicated.**

	Total	Negro	Puerto Rican	Mexican-American	Other Minority Groups
a. Number of graduates:					
1963-64 (incl. summer '64).					
1964-65 (incl. summer '65).					
1965-66 (incl. summer '66).					
b. Number from graduating class who entered college:					
1963-64 (incl. summer '64).					
1964-65 (incl. summer '65).					
1965-66 (incl. summer '66).					
c. Number of "socially disadvantaged students" from graduating class who entered college (i.e., those handicapped by poverty, race, and/or other social circumstances):					
1963-64 (incl. summer '64).					
1964-65 (incl. summer '65).					
1965-66 (incl. summer '66).					

PLEASE RETURN THIS QUESTIONNAIRE PROMPTLY IN THE ENCLOSED ENVELOPE

F5/5-67

APPENDIX D

INQUIRY TO STUDENTS SERVED BY NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS

Dear Student:

We are attempting to assemble certain information from students who received advice and information from the National Scholarship Service and Fund for Negro Students. Please tell us what you are doing, your expectations in college, and what influences led you to enter college.

We should appreciate very much your answering the questions below and returning this form promptly to NSSFNS - CAP STUDY, P. O. Box 571, Cooper Station, New York, N. Y. 10003. A stamped return envelope is enclosed. Thanks for your help.

Sincerely,

Richard L. Plaut, President

---

1. High school from which you graduated ______________________
   City and State ______________________ Date ____________

2. Did you go to college after graduating from high school? __________
   (If not, return this questionnaire without answering any other questions.)

3. Which of the influences listed below were "Important" or "Not Important" in leading you to decide to enter college? Place an "X" beside each item to indicate your judgment.

	Important	Not Important
a. Mother.	________	________
b. Father.	________	________
c. Other relatives	________	________
d. Teachers.	________	________
e. Other adults.	________	________
f. School friends.	________	________
g. College officials visiting your school. .	________	________
h. Visits you made to colleges	________	________
i. College students visiting your school . .	________	________
j. Specify other: ________________ . .	________	________
k. Specify other: ________________ . .	________	________

4. College you entered first ______________________ Date __________

5. What (if any) college are you now attending? ______________________

6. Do you expect to graduate? ________ If so, when? ______________

Date ______________ Name ______________________________

Home address ______________________________________

PLEASE MAIL AT ONCE IN STAMPED RETURN ENVELOPE SUPPLIED

F2/4-67